



July 2009

DEPARTMENT OF EDUCATION
2008–2009 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State accountability standards of Maine's *Learning Results*. The *Learning Results* contain goals for what all students should know and be able to do at certain times in their school careers and include the accountability standards that are assessed for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind* Act.

The 2008-2009 MEA Summary Reports contain the results of student achievement in reading and mathematics at all grades and science at grades 5 and 8 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. More information about the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the assessments.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 7

Test Date: March 2009
Code: 12281602
SAU: MSAD 34
School: Troy A Howard Middle School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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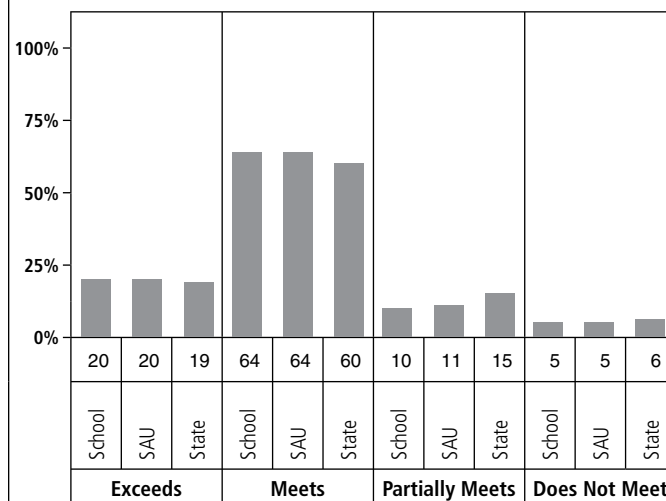
SUMMARY OF SCORES

Test Date: March 2009
Grade: 7
SAU: MSAD 34
School: Troy A Howard Middle School

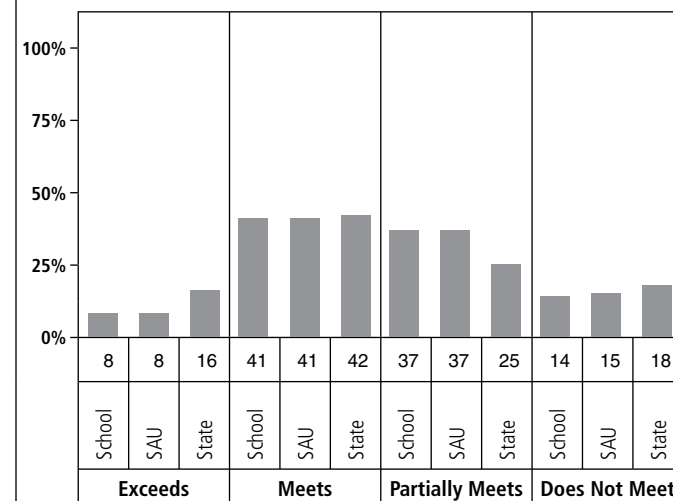
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2006–2007	749	749	748
2007–2008	749	749	750
2008–2009	753	753	751
Cum. Avg.*	750	750	750
Mathematics			
2006–2007	738	738	742
2007–2008	744	743	743
2008–2009	743	742	745
Cum. Avg.*	742	741	743

ELA – READING



MATHEMATICS



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2009
Grade: 7
SAU: MSAD 34
School: Troy A Howard Middle School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																	
							ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	131	100	132	100	14446	100	129	99	130	99	14316	99	129	99	130	99	14322	99						
Ethnicity African American/Black	3	2	3	2	432	3	3	100	3	100	416	97	3	100	3	100	421	98						
American Indian or Native Alaskan	0	0	0	0	124	1	0	0	0	0	121	98	0	0	0	0	122	99						
Asian or Pacific Islander	0	0	0	0	260	2	0	0	0	0	255	98	0	0	0	0	259	100						
Hispanic	1	1	1	1	147	1	1	100	1	100	144	99	1	100	1	100	144	99						
Caucasian/White	127	97	128	97	13483	93	125	99	126	99	13380	99	125	99	126	99	13376	99						
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Identified disability	23	18	24	18	2428	17	22	96	23	96	2391	99	22	96	23	96	2391	99						
Current LEP	1	1	1	1	334	2	1	100	1	100	318	95	1	100	1	100	328	98						
Economically disadvantaged	67	51	68	52	5498	38	65	98	66	99	5431	99	65	98	66	99	5436	99						
Migrant	0	0	0	0	8	0	0	0	0	0	8	100	0	0	0	0	8	100						

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics											
	School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	104	79	104	79	11742	81	104	79	104	79	11754	81						
Identified disability (PET/IEP)	2	2	2	2	367	3	2	2	2	2	365	3						
LEP	1	1	1	1	168	1	1	1	1	1	169	1						
504 plan	0	0	0	0	183	2	0	0	0	0	187	2						
Participation with accommodations	24	18	25	19	2367	16	23	18	24	18	2366	16						
Identified disability (PET/IEP)	19	79	20	80	1819	77	18	78	19	79	1824	77						
LEP	0	0	0	0	143	6	0	0	0	0	154	7						
504 plan	0	0	0	0	84	4	0	0	0	0	80	3						
Other	5	21	5	20	358	15	5	22	5	21	346	15						
Participation through alternate assessment (PAAP)	1	1	1	1	205	1	2	2	2	2	202	1						
Identified disability (PET/IEP)	1	100	1	100	205	100	2	100	2	100	202	100						
LEP	0	0	0	0	5	2	0	0	0	0	5	2						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	0	0	0	0	2	0												
Approved non-participation – special consideration	1	1	1	1	33	0	1	1	1	1	32	0						
Non-participation – other	1	1	1	1	97	1	1	1	1	1	92	1						

¹Percents are the percentage of students enrolled in each participation category.

²Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

³Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (Scaled Score 762–780)	2006-2007	35	23	35	23	2630	18
	2007-2008	23	17	23	17	2604	18
	2008-2009	26	20	26	20	2618	19
	Cum. Total*	84	20	84	20	7852	18
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (Scaled Score 742–760)	2006-2007	72	48	72	48	7605	51
	2007-2008	77	56	77	56	8049	55
	2008-2009	82	64	82	64	8484	60
	Cum. Total*	231	56	231	55	24138	56
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (Scaled Score 730–740)	2006-2007	26	17	26	17	3000	20
	2007-2008	24	18	24	17	2672	18
	2008-2009	13	10	14	11	2108	15
	Cum. Total*	63	15	64	15	7780	18
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (Scaled Score 700–728)	2006-2007	18	12	18	12	1620	11
	2007-2008	13	9	14	10	1190	8
	2008-2009	7	5	7	5	899	6
	Cum. Total*	38	9	39	9	3709	9

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Reading Total Points	56	100	35.6	63.6	35.6	63.6	34.4	61.4
A1/A2 Interconnected Elements/Literary Text	20	36	12.4	62.0	12.3	61.5	11.8	59.0
A1/A3/4 Interconnected Elements/Informational Text/Persuasive Text	36	64	23.3	64.7	23.2	64.4	22.6	62.8

The MEA assesses students’ reading skills based on questions related to three types of reading passages: literary, informational, and persuasive. Reading passages include both long and short texts, selected from developmentally appropriate works. MEA reading items measure the English Language Arts accountability content standard A, Reading, contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

ELA-READING RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 34
 School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	128	26	20	82	64	13	10	7	5	753	129	20	64	11	5	753	14109	19	60	15	6	751
Ethnicity																						
African American/Black	3										3						409	11	49	22	18	744
American Indian or Native Alaskan	0										0						117	12	53	19	16	746
Asian or Pacific Islander	0										0						253	24	59	11	6	753
Hispanic	1										1						142	14	56	17	13	747
Caucasian/White	124	25	20	80	65	12	10	7	6	753	125	20	64	10	6	753	13188	19	61	15	6	751
Not Reported	0										0						0					
Identified disability																						
Yes	21	2	10	9	43	4	19	6	29	742	22	9	41	23	27	742	2186	2	36	35	27	737
No	107	24	22	73	68	9	8	1	1	755	107	22	68	8	1	755	11923	22	65	11	3	754
Current LEP																						
Yes	1										1						311	4	41	29	26	739
No	127	26	20	81	64	13	10	7	6	753	128	20	63	11	5	753	13798	19	61	15	6	751
Economically disadvantaged																						
Yes	64	4	6	42	66	11	17	7	11	747	65	6	65	18	11	747	5300	8	58	22	11	746
No	64	22	34	40	63	2	3	0	0	759	64	34	63	3	0	759	8809	25	61	10	4	754
Migrant																						
Yes	0										0						8	13	50	38	0	747
No	128	26	20	82	64	13	10	7	5	753	129	20	64	11	5	753	14101	19	60	15	6	751
Gender																						
Female	58	17	29	35	60	4	7	2	3	755	58	29	60	7	3	755	6993	24	61	11	4	754
Male	70	9	13	47	67	9	13	5	7	751	71	13	66	14	7	750	7116	14	60	18	8	749
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1025	10	53	27	11	745
No	124	25	20	80	65	12	10	7	6	753	125	20	64	10	6	753	13084	19	61	14	6	752
Gifted/talented program																						
Yes	0										0						676	66	33	1	0	766
No	128	26	20	82	64	13	10	7	5	753	129	20	64	11	5	753	13433	16	61	16	7	750

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA-READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	12	2	13	8	53	4	27	1	7	751	12	13	53	27	7	751	7	8	48	25	19	743
B. less than one hour	56	14	20	51	73	3	4	2	3	754	56	20	73	4	3	754	52	17	62	15	6	751
C. one to two hours	29	10	28	19	53	5	14	2	6	753	29	28	53	14	6	753	37	23	61	12	4	753
D. more than two hours	3	0	0	4	100	0	0	0	0	754	3	0	100	0	0	754	4	19	53	18	10	750
Which of the following best describes how you rate yourself as a student in reading?																						
A. very good	24	7	23	18	60	2	7	3	10	755	24	23	60	7	10	755	30	33	56	7	4	756
B. good	47	12	21	41	71	5	9	0	0	754	47	21	71	9	0	754	49	16	64	14	5	751
C. fair	22	6	22	16	59	4	15	1	4	753	22	22	59	15	4	753	19	5	59	26	10	745
D. poor	7	1	11	7	78	0	0	1	11	748	7	11	78	0	11	748	3	3	45	32	21	740
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?																						
A. The questions on the test match what I have learned in reading class.	24	8	27	21	70	1	3	0	0	757	24	27	70	3	0	757	33	24	62	10	3	754
B. They match some of what I have learned.	54	16	24	42	63	6	9	3	4	753	54	24	63	9	4	753	52	18	62	15	5	751
C. They match just a little of what I have learned.	17	1	5	16	76	3	14	1	5	751	17	5	76	14	5	751	11	11	54	23	13	746
D. There is no match.	4	1	20	2	40	2	40	0	0	750	4	20	40	40	0	750	3	6	38	29	27	739
How difficult was the reading part of this test?																						
A. more difficult than my regular schoolwork	17	2	10	13	62	5	24	1	5	749	17	10	62	24	5	749	17	16	55	18	12	748
B. about the same as my regular schoolwork	64	22	28	48	61	6	8	3	4	755	64	28	61	8	4	755	65	19	62	14	5	752
C. easier than my regular schoolwork	19	2	8	20	83	1	4	1	4	752	19	8	83	4	4	752	17	22	60	13	5	752
How difficult were the reading passages on this test?																						
A. Most of the passages were more difficult than what I normally read.	6	0	0	4	57	1	14	2	29	743	6	0	57	14	29	743	9	4	44	27	24	740
B. Most of the passages were about the same as what I normally read.	50	14	23	39	63	9	15	0	0	753	50	23	63	15	0	753	54	14	63	17	5	750
C. Most of the passages were easier than what I normally read.	44	12	22	39	71	1	2	3	5	755	44	22	71	2	5	755	38	28	60	9	3	756
How hard did you try on the reading part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	56	12	17	49	71	7	10	1	1	753	56	17	71	10	1	753	44	19	60	15	6	751
B. I tried about the same as I do on my regular schoolwork.	40	14	28	30	60	3	6	3	6	754	40	28	60	6	6	754	51	19	62	13	5	752
C. I did not try as hard on this test as I do on my regular schoolwork.	4	0	0	3	60	2	40	0	0	750	4	0	60	40	0	750	5	9	51	26	15	744
How much time do you spend reading at home each day?																						
A. more than one hour	21	7	27	15	58	1	4	3	12	755	21	27	58	4	12	755	21	27	57	11	5	755
B. 20 minutes to an hour	39	12	24	31	63	6	12	0	0	755	39	24	63	12	0	755	45	22	62	12	4	753
C. less than 20 minutes	13	3	19	9	56	3	19	1	6	751	13	19	56	19	6	751	13	13	61	17	8	749
D. I rarely read at home.	27	4	12	27	79	2	6	1	3	751	27	12	79	6	3	751	21	7	59	24	11	746
Optional school/SAU question																						
A.	14	0	0	0	0	0	0	1	100	728	14	0	0	0	100	728						
B.	14	0	0	1	100	0	0	0	0	756	14	0	100	0	0	756						
C.	14	1	100	0	0	0	0	0	0	776	14	100	0	0	0	776						
D.	57	0	0	3	75	1	25	0	0	747	57	0	75	25	0	747						

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards
N = Number

MATHEMATICS RESULTS

Test Date: March 2009
Grade: 7
SAU: MSAD 34
School: Troy A Howard Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (Scaled Score 762–780)	2006-2007	13	9	13	9	2142	14
	2007-2008	19	14	19	14	2028	14
	2008-2009	10	8	10	8	2220	16
	Cum. Total*	42	10	42	10	6390	15
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (Scaled Score 742–760)	2006-2007	48	32	48	32	5642	38
	2007-2008	53	39	53	38	5703	39
	2008-2009	52	41	52	41	5879	42
	Cum. Total*	153	37	153	37	17224	40
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (Scaled Score 728–740)	2006-2007	49	33	49	33	4077	27
	2007-2008	39	28	39	28	3733	26
	2008-2009	47	37	47	37	3537	25
	Cum. Total*	135	33	135	32	11347	26
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (Scaled Score 700–726)	2006-2007	40	27	40	27	3001	20
	2007-2008	26	19	27	20	3054	21
	2008-2009	18	14	19	15	2484	18
	Cum. Total*	84	20	86	21	8539	20

Learning Results Content Standards	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Mathematics Total Points	56	100	28.2	50.4	28.1	50.2	29.9	53.4
A. Number	14	25	7.7	55.0	7.6	54.3	7.7	55.0
B. Data	16	29	7.4	46.3	7.3	45.6	8.1	50.6
C. Geometry	12	21	6.7	55.8	6.7	55.8	6.9	57.5
D. Algebra	14	25	6.4	45.7	6.4	45.7	7.3	52.1

The MEA assesses students’ mathematics knowledge based on questions that measure the mathematics accountability content standards contained in Maine’s 2007 *Learning Results: Parameters for Essential Instruction*, which can be found at: <http://www.maine.gov/education/lres/pei/index.html>.

Content Standard A, Number, includes Whole Number, Rational Number, and Real Number.

Content Standard B, Data, includes Measurement and Approximation, Data Analysis, and Probability.

Content Standard C, Geometry, includes Geometric Figures, Geometric Measurement, and Transformations.

Content Standard D, Algebra, includes Symbols and Expressions, Equations and Inequalities, and Functions and Relations.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2009
 Grade: 7
 SAU: MSAD 34
 School: Troy A Howard Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	127	10	8	52	41	47	37	18	14	743	128	8	41	37	15	742	14120	16	42	25	18	745
Ethnicity																						
African American/Black	3										3						416	5	26	28	41	733
American Indian or Native Alaskan	0										0						119	8	30	31	30	737
Asian or Pacific Islander	0										0						258	25	43	19	13	750
Hispanic	1										1						142	8	39	23	30	739
Caucasian/White	123	10	8	49	40	46	37	18	15	743	124	8	40	37	15	742	13185	16	42	25	17	745
Not Reported	0										0						0					
Identified disability																						
Yes	20	0	0	9	45	5	25	6	30	735	21	0	43	24	33	735	2189	2	17	27	53	728
No	107	10	9	43	40	42	39	12	11	744	107	9	40	39	11	744	11931	18	46	25	11	748
Current LEP																						
Yes	1										1						323	4	20	28	48	729
No	126	10	8	51	40	47	37	18	14	743	127	8	40	37	15	742	13797	16	42	25	17	745
Economically disadvantaged																						
Yes	63	3	5	17	27	30	48	13	21	737	64	5	27	47	22	737	5308	7	35	30	28	738
No	64	7	11	35	55	17	27	5	8	748	64	11	55	27	8	748	8812	21	46	22	11	749
Migrant																						
Yes	0										0						8	0	50	38	13	742
No	127	10	8	52	41	47	37	18	14	743	128	8	41	37	15	742	14112	16	42	25	18	745
Gender																						
Female	57	4	7	25	44	17	30	11	19	742	57	7	44	30	19	742	6992	16	43	25	16	745
Male	70	6	9	27	39	30	43	7	10	743	71	8	38	42	11	743	7128	15	41	25	19	744
Not Reported	0										0						0					
Title 1A targeted program																						
Yes	4										4						1024	7	26	36	31	736
No	123	9	7	50	41	46	37	18	15	742	124	7	40	37	15	742	13096	16	43	24	17	745
Gifted/talented program																						
Yes	0										0						676	68	29	2	0	767
No	127	10	8	52	41	47	37	18	14	743	128	8	41	37	15	742	13444	13	42	26	18	744

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NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2009
Grade: 7
SAU: MSAD 34
School: Troy A Howard Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	12 56 29 3	1 7 2 0	7 10 6 0	6 29 15 2	40 41 42 50	5 27 13 2	33 39 36 50	3 7 6 0	20 10 17 0	742 744 742 741	12 56 29 3	7 10 6 0	40 41 42 50	33 39 36 50	20 10 17 0	742 744 742 741	7 52 37 4	6 16 18 15	30 42 44 38	28 25 24 24	36 17 14 22	735 745 747 743
Which of the following best describes how you rate yourself as a student in mathematics? A. very good B. good C. fair D. poor	24 50 21 4	5 5 0 0	17 8 0 0	18 27 5 1	60 44 19 20	7 23 16 1	23 37 62 20	0 7 5 3	0 11 19 60	752 744 734 729	24 50 21 4	17 8 0 0	60 44 19 20	23 37 62 20	0 11 19 60	752 744 734 729	26 46 23 5	35 13 3 1	43 48 32 22	12 25 37 37	9 15 27 40	754 745 737 731
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics? A. The questions on the test match what I have learned in mathematics class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	30 52 14 4	4 5 1 0	11 8 6 0	19 28 3 2	51 43 18 40	13 26 7 1	35 40 41 20	1 6 6 2	3 9 35 40	748 744 734 729	30 52 14 4	11 8 6 0	51 43 18 40	35 40 41 20	3 9 35 40	748 744 734 729	26 53 17 4	23 15 9 7	43 45 35 21	20 26 32 22	13 15 24 51	749 746 740 730
How difficult was the mathematics part of this test? A. more difficult than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	37 56 7	2 3 5	4 4 56	17 32 3	38 46 33	18 27 1	40 39 11	8 7 0	18 10 0	740 743 764	37 56 7	4 4 56	38 46 33	40 39 11	18 10 0	740 743 764	37 51 12	8 16 41	40 44 35	29 25 13	23 15 11	740 746 755
How hard did you try on the mathematics part of this test? A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	53 41 6	1 9 0	2 18 0	28 20 4	42 39 57	28 18 1	42 35 14	9 4 2	14 8 29	741 747 734	53 41 6	2 18 0	42 39 57	42 35 14	14 8 29	741 747 734	48 47 5	14 18 14	42 43 27	27 23 25	17 16 34	744 746 738
On average, how many minutes a day do you spend working on mathematics in class? A. less than 30 minutes B. 30–45 minutes C. 45–60 minutes D. more than 60 minutes	6 30 59 5	1 4 5 0	13 11 7 0	2 11 37 2	25 30 51 33	4 15 25 3	50 41 34 50	1 7 6 1	13 19 8 17	740 740 745 738	6 30 59 5	13 11 5 0	25 30 51 33	50 41 34 50	13 19 8 17	740 740 745 738	8 38 42 12	8 13 20 16	30 40 45 42	29 27 23 25	33 20 12 17	737 743 748 745
How often do you use calculators in mathematics class? A. almost every day B. two or three days a week C. two or three times a month D. never or almost never	8 26 31 35	0 1 5 4	0 3 13 9	2 14 18 18	20 44 47 41	6 14 10 17	60 44 26 39	2 3 5 5	20 9 13 11	737 742 746 742	8 26 31 35	0 3 13 9	20 44 47 41	60 44 26 39	20 9 13 11	737 742 746 742	15 31 26 28	19 18 17 11	38 42 43 42	25 24 24 27	19 16 17 19	745 746 746 743
How often do you use laptops in mathematics class? A. almost every day B. two or three days a week C. two or three times each month D. never or almost never	12 39 28 21	0 2 5 3	0 4 14 12	7 21 15 9	47 44 43 35	7 21 12 7	47 44 34 27	1 4 3 7	7 8 9 27	742 742 748 739	12 39 28 21	0 4 14 12	47 44 43 35	47 44 34 27	7 8 9 27	742 742 748 739	10 22 33 35	12 13 18 16	39 43 44 40	24 26 25 25	24 18 13 19	741 744 747 744
Optional school/SAU question A. B. C. D.	14 14 14 57	0 0 1 0	0 0 100 0	0 1 0 3	0 100 0 75	1 0 0 1	100 0 0 25	0 0 0 0	0 0 0 0	740 752 776 747	14 14 14 57	0 0 100 0	0 100 0 75	100 0 0 25	0 0 0 0	740 752 776 747						

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